DOCUMENT RESUME

ED 370 923 SP 035 268

AUTHOR McAllister, Gary S.
TITLE Salem-Teikyo University Education Department Assessment Plan (Pilot) 1992-1993.
PUB DATE 14 Jul 92
NOTE 65p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Admission Criteria; Demonstration Programs; *Education Courses; Elementary Secondary Education; Field Experience Programs; Higher Education; *Outcomes of Education; *Preservice Teacher Education; *Program Evaluation; Standards; Student Teaching; Teacher Certification; *Teacher Competency Testing; Teacher Education Curriculum; *Teacher Education Programs; Teacher Placement; Theory Practice Relationship
IDENTIFIERS Preservice Teachers; *Salem Teikyo University WV; West Virginia

ABSTRACT

The Education Department of Salem-Teikyo University (West Virginia) was chosen to develop a pilot assessment plan as part of the overall Institutional Student Outcomes Assessment Plan. The plan delineated in this paper includes the following criteria: (1) students majoring in education may enroll in the teacher education program to earn elementary or secondary certification after completing the stated requirements for their specialization; (2) prior to full admission to the program, students are required to achieve a passing score on a group of tests designed to ensure that they possess an acceptable level of basic skills in the areas of reading, writing and mathematics; and (3) each prospective student teacher must also achieve a passing score on a criterion-referenced examination developed by the West Virginia Board of Education in each proposed area of certification. Extensive addenda provide teacher education certification areas, preliminary and final screening forms, descriptions of teacher education program laboratory and field experiences, descriptions, the field experience handbook for the introductory education course, brochures, information on the West Virginia Educational Personnel Preparation Testing Program, a sample placement file, follow-up forms for graduates and employers, a hierarchy of teacher education program objectives and a student outcomes assessment model. (LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

ED 370 923

SALEM-TEIKYO UNIVERSITY
EDUCATION DEPARTMENT
ASSESSMENT PLAN
(Pilot)
1992-1993

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

G S McAllister

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

by

Gary S. McAllister

July 14, 1992

SP035268

BEST COPY AVAILABLE

CONTENTS

		page
Introduction		1
I.	Preliminary and Final Screening	3
II.	Lab/Field Experiences	5
III.	Performance Assessment (Student Teaching)	9
IV.	Portfolios	11
V.	Competency Testing: PPST and CST	12
VI.	Placement File	13
VII.	Follow-up	14
VIII.	Goals, Objectives and Mission	15
IX.	Summary	17
X.	Addenda:	

a. Teacher Education Certification Areas
b. Preliminary and Final Screening forms
c. Teacher Education Program "Laboratory and Field Experiences" descriptions
d. EDU 1 Handbook
schematic - Lab/Field Experiences
e. brochure - WV Educational Personnel Preparation Testing Program
f. Placement File
g. Follow-up forms to graduates
h. Follow-up forms to employers
i. A Hierarchy of Teacher Education Program Objectives
j. Student Outcomes Assessment Model

INTRODUCTION

The Education Department of Salem-Teikyo University was chosen to develop a pilot assessment plan as part of the overall Institutional Student Outcomes Assessment Plan. The pilot will be conducted in the 1992-93 academic year (May 4, 1992-April 28, 1993).

The Education Department's primary function is teacher education. The various teacher education programs are approved by the West Virginia State Board of Education (see Addendum A). In addition the department offers one of the eight International CORE courses, EDU 1, Introduction to Education: Culture and Learning. This course also serves as the initial course of the Professional Education component of the teacher education program. Although the department also offers a Master of Arts degree (MA) in education, this pilot plan will be confined to the undergraduate certification program.

The Department of Education offers West Virginia certification in early, middle and adolescent education. Students majoring in education and any other majors who meet the appropriate requirements may enroll in the teacher education program to earn elementary or secondary certification after completing the stated requirements for their specialization.

Teacher education students are required to achieve a passing score on two (2) sets of standardized examinations.

The first is a group of tests designed to ensure that each student possesses an acceptable level of basic skills in the areas of reading, writing, and mathematics. These examinations are a prerequisite to full admission to the teacher education program.

Each prospective student teacher must also achieve a passing score on a criterion-referenced examination developed by the West Virginia Board of Education in each proposed area of certification. No student will be granted a professional certificate in any area by the State of West Virginia without an acceptable score on the examination in that area.

I. Preliminary and Final Screening

Students should declare their intention to enroll in teacher education as early as possible, preferably during the freshman year. Careful advising and planning are essential to the successful and timely completion of a teacher education program. During the sophomore year students are encouraged to apply for Preliminary Screening. Students approaching senior status must undergo Final Screening before being approved to enter the professional block which includes student teaching (see Addendum B for Screening Application forms).

The initial screening will take place during the student's sophomore year when each preprofessional skills test has been attempted at least once, and the student has enrolled in either Education 71, Human Development, or Education 72, Educational Psychology. Full admission to the teacher education program will be granted only after the successful completion of Education 71 and Education 72, and after all preprofessional skills tests have been successfully passed.

In order to be granted provisional admission (which will become full admission when all preprofessional skills tests and Education 71 and Education 72 have been passed) a student must receive satisfactory personal recommendations from: the academic advisor, professor in major field, professor in minor field, one other faculty member and one

person of the student's choice. Additionally, the student must possess an acceptable grade point average (2.00 overall, 2.00 in English, 2.00 in professional education courses, and 2.25 in the teaching specialization(s). Once admitted to the teacher education program, the student must maintain all required grade point averages to be retained in the program on full status. Failure to do so will result in a reduction to provisional status. At a later time the student will be reviewed to determine the advisability of retention in the program.

A final screening of the same general type will be conducted for senior students planning to enter the teaching block. Additional criteria for this screening will include, but not be limited to, attitude, presentation of credentials, logic and organization of thought, grooming and speech. All prior grade point average requirements must be met and three-fourths of all proposed teaching field courses must be passed. A student who has passed both screenings and the Preprofessional Skills Test (PPST) will be considered ready for placement in the school setting.

Any student who is unsuccessful in passing any or all of the Preprofessional Skills Test Battery may seek remediation through appropriate course work.

II. Lab/Field Experiences

Each course in the professional education sequence has a required laboratory/field experience component. This provides the opportunity for external as well as internal evaluation while acquiring experiences which help to bridge the gap between theory and practice (see addendum C).

Each lab/field experience has a handbook that contains the objectives for each program and an explanation of the activities to be accomplished as well as an evaluation instrument for the cooperating/supervising teacher (see Addendum D for a sample handbook and a schematic of the program).

These experiences are planned to be developmental and sequential throughout the professional education component culminating in student teaching as the capstone experience in the senior year.

Upon enrollment in the first course of the professional sequence (EDU 1-Introduction to Education: Culture and Learning), usually during the freshman year, the student is involved in the first laboratory/field program known as the Youth Aide program. This first exposure to working with youth in school related, recreational, or extra curricular activities usually occurs outside of the public school setting and is required of all students enrolled (minimum of 12 hours). The specific objectives and evaluation criteria

for this program are described in the Youth Aide Handbook developed specifically for this program (see addendum D).

The second course in the professional education curriculum (EDU 71-Human Development) has as an integral part of its content a laboratory/field experience called the Tutor program. This program is carried out in the elementary public school setting (minimum 12 hours) emphasizing one to one contact with students in a tutorial relationship. This experience normally occurs during the first semester of the sophomore year.

The third course in the sequence (EDU 72-Educational Psychology) is normally taken during the second semester of the sophomore year and has allied with it a laboratory/field experience called the College Aide experience. This experience is conducted in the secondary school setting and emphasizes working as an aide to the classroom teacher (30% supportive--70% instructional) for a minimum of 12 hours. Both of these sophomore level experiences are guided by Handbooks complete with objectives and evaluation criteria. At this point in the professional sequence, the student normally undergoes the Preliminary Screening process and makes some decisions about continuance or discontinuance and elects either the elementary or the secondary track of the curriculum.

During the senior year all elementary teacher education students take EDU 156-Elementary Methods. In conjunction with this course, there is a laboratory/field experience

called the Laboratory Assistant program. This program emphasizes work in the public elementary school setting acting as an assistant (70% instruction - 30% supportive) to the classroom teacher. A minimum of 12 hours are required and the activities are guided by a Handbook including objectives and evaluation criteria designed especially for this program.

During the Junior year (or the semester prior to the professional semester) the secondary teacher education student is enrolled in a Special Methods (Materials and Methods) course in his/her chosen field -- EDU 164-Special Methods or Materials and Methods in (subject field). Most departments have their own methods course and provide their own unique laboratory/field experience. If these experiences occur in the public schools they are coordinated by the Department of Education. Students in programs that do not provide their own Special Methods course take EDU 164-Special Methods offered by the Education Department. Allied with this course is a laboratory program known as the Instructor's Aide program. This program (12 hours minimum) emphasizes working as an assistant to a Professor on campus in the student's chosen field. A Handbook with objectives and evaluation criteria has been developed to guide this program.

At this stage (senior year) the student applies for admission to the professional block (semester) and undergoes Final Screening. If the student meets the minimum criteria

he/she is then permitted to enroll in the professional semester. The first four weeks of the professional semester is given to concentrated course work with the last twelve weeks reserved for full time clinical student teaching. A feature of the block course program during the first part of the professional semester is the field observation component built into the schedule. Each week the students spend a full day in the public school setting where they will later be doing their clinical student teaching.

This system of gradual step by step involvement with real teaching situations combined with simulation and role playing throughout the course content of the curriculum provides a comprehensive, sequential and developmental introduction into the full role of teaching.

III. Performance Assessment-- Student Teaching

The teaching block has the following significant features: a period (5 or 6 modules) is reserved for the student in which he/she will take professional block courses including student teaching (total 16 credit hours). A twelve week sector (3 modules) will be used exclusively for student teaching. Student teachers will teach a minimum of five classes per day in one comprehensive field or in two teaching fields, according to their program. In addition to classroom assignments, student teachers will participate in extra-curricular activities of the school and community.

A culminating clinical experience is required for all teacher education students. Its primary purpose is to provide the teacher education student with the opportunity to blend theory into practice under controlled conditions. The clinical experience will consist of a minimum full-time ten week experience in which the student must demonstrate proficiency as a professional educator. A student who is required to complete a culminating experience in more than one specialization or more than one grade level to complete certification requirements will satisfy the minimum requirements in each specialization or grade level by completing a full-time experience for five weeks.*

* Although the minimum is ten weeks and five weeks in actual practice, twelve and six calendar weeks are normally scheduled to allow for unexpected or unforseen non-instructional time.

Supervising (Cooperating) Teachers are carefully selected in cooperation with key administrative personnel in the various schools to which student teachers are assigned. These teachers act as mentors and role models for the student teacher.

In addition, the Supervising (Cooperating) Teacher plays a major role (along with the University Supervisor) in the performance evaluation of the student teacher. The evaluation forms received from the Supervising (Cooperating) Teachers become a part of the students permanent file (portfolio).

The successful completion of this the culminating or "capstone" experience signals that the prospective teacher can now be recommended for certification (licensure) by the West Virginia State Board of Education.

IV. Portfolio Assessment

Each professor in the Education Department will develop his/her own portfolio assessment plan to be carried out during the 1992-93 academic year. Each professor's plan should be compatible with the overall departmental plan. Whatever the method, the main objective is to simply evaluate a collection of each student's work. This could be done in each professional education course or in selected courses. Departmental portfolios will be developed for each teacher education student and will be retained in the Education Office. The contents of these portfolios will be determined by the entire department staff. Much of the contents will have already been determined by the required materials for the screening process; records of field experiences; and selected contents from individual courses in Professional Education.

For a basic introduction to Portfolio Assessment by classroom teachers the following book is an excellent source: Jasmine, Julia. Portfolio Assessment for your Whole Language Classroom, Teacher Created Materials, Inc., Huntington Beach, California, 1992.

V. Competency Testing: PPST and CST

In 1982, the West Virginia Board of Education adopted Policy 5100, Approval of Educational Personnel Programs, which provides for standardized assessment in pre-professional skills (PPST) and content specialization (CST). The testing requirements are part of all higher education institutions' approved educational personnel preparation programs which lead to a recommendation for West Virginia certification. The tests also provide one measure in ensuring that teachers and other professional educational personnel possess the knowledge and skills required to practice in West Virginia public schools (see addendum E).

Although West Virginia has reciprocity with most other states those students planning to transfer their credentials to another state should determine what additional requirements must be met, e.g. the National Teachers Examination (NTE). A copy of the NASDTEC Manual on Certification and Preparation of Educational Personnel in the United States is kept for ready reference in the Education Office.

VI. Placement File

The Education Department maintains a separate teacher placement service. As a part of this service each senior teacher education student is encouraged to develop his/her placement file. This file includes: Application for Teaching Position, Interview Form, and Recommendation Forms (see addendum F). Upon request the placement file is forwarded to prospective employers.

Recruitment officers from various school systems (primarily West Virginia, Maryland, Ohio, Pennsylvania, and Virginia) are invited to come to campus and conduct interviews during the student's senior year.

Mailings of vacancies received by the Education Office are posted or otherwise circulated to prospective teachers.

Advisement in regard to resume preparation is also available upon request.

VII. Follow-Up

A part of any good assessment plan should contain follow-up activities. The Salem-Teikyo University Education Department will initiate formalized follow-up activities beginning in 1992-93.

Teacher Education Program Graduates beginning with the class of 1982 will be mailed a survey instrument. The instrument will have two parts: (1) personal data and (2) a questionaire (see addendum G).

After receipt of the survey data a letter with an evaluation form will be sent to the graduate's principal/supervisor (see addendum H). This form contains twenty items for the principal/supervisor to rate the graduate's teaching performance using a Likert scale of 1-6 (six being the hightest rating). The form also provides space for the rater to provide comments or to summarize.

All replies will be treated confidentially and the longitudinal data will be used in summary form. Results will be used to further refine and develop the teacher education programs at Salem-Teikyo University.

VIII. Goals, Objectives, and Mission

The goal of teacher education at Salem-Teikyo University is to ensure quality learning experiences that develop the ability to solve problems and think critically, to adequately prepare students to function effectively in a teaching/learning environment that is rapidly changing, highly technological, and increasingly global.

The Department of Education and designated teacher educators from those departments involved in teacher education programs comprise the Professional Education Unit that is primarily responsible for the preparation of teachers and other professional education personnel.

The objectives of the Professional Education Unit are as follows:

1. Coordinate the institution-wide function of teacher education.
2. Cooperatively plan and implement teacher education curricula in accordance with the standards established by the State Board of Education.
3. Provide for student self-assessment in terms of growth.
4. Insure faculty development by insisting on periodic assessment of faculty performance.
5. Maintain a continuous association with the elementary and secondary schools.
6. Jointly plan and implement appropriate, sequential laboratory and field experiences for teacher education students.
7. Periodically assess the adequacy of the facilities, equipment and materials to support the teacher education students.

8. Provide for a continuous and systematic evaluation of students, graduates, and programs.

9. Evidence a commitment to long-range planning.

10. Encourage an eclectic approach to the development of educational philosophies.

(see addendum I, A Heirarchy of Teacher Education Program Objectives)

IX. Summary

The next three years will be a period of refinement of existing programs based on internal as well as external evaluation data. This comprehensive assessment process ensures both formative and summative evaluation processes throughout the Professional Education Program. The next West Virginia Department of Education on-site review will no doubt identify some directions for curriculum modification. The upcoming decennial review by the North Central Association planned for 1995 will be a major factor in determining the institutional direction and focus (see addendum J).

Salem-Teikyo University's programs will of necessity change as a result of enrollment trends, available resources and accreditation standards. Changes will not occur without thoughtful planning with consideration being given to how these changes impact on the institution as a whole.

X. ADDENDA

BEST COPY AVAILABLE

TEACHER EDUCATION
CERTIFICATION AREAS

	Level
ATHLETIC TRAINING	5-12
BIOLOGICAL SCIENCE	9-12
CHEMISTRY	9-12
ENGLISH/LANGUAGE ARTS	5-8*
GENERAL SCIENCE	5-12, 5-8*
HEALTH EDUCATION	K-12
INDUSTRIAL ARTS/TECHNOLOGY	5-12
MATHEMATICS	5-8*,5-12
MULTI-SUBJECTS	K-8
ORAL COMMUNICATIONS	5-8*,5-12
PHYSICAL EDUCATION	K-12
SAFETY EDUCATION	9-12*
SOCIAL STUDIES	5-8*
SPECIAL EDUCATION	K-12 *

*These specializations must be combined with another area.

PRELIMINARY SCREENING FORM

Teacher Education

Circle One:	
FRESHMAN	SOPHOMORE
JUNIOR	SENIOR

1. Name: _____

   Local address: _____ Local Phone: _____

2. Home address: _____ Home Phone: _____

   _____

3. Date of Graduation: _____ Advisor: _____

4. Subject specialization(s): _____ ELEMENTARY: _____

   First field (or Comp.): _____ or

   Second field: _____ SECONDARY: _____

5. Total number of credit hours at end of this semester: _____

   Total semester hours at this time: _____

   Grade point average at beginning of semester: _____

6. List the professors who know you best and can judge your potential as a teacher and as a person:

   a. _____

   b. _____

   c. _____

7. Explain why you want to teach. Use reverse side of this page.

8. Things to remember:

   a. All teacher education students are expected to take a reading and methods course in their Junior year.
   b. Your courses must be planned to allow one semester of the Senior year (full-time) for the Teaching Block.
   c. It is your responsibility to familiarize yourself with the teacher education requirements.

SIGNATURE: _____

DATE: _____

PRELIMINARY SCREENING FORM

Teaching Related Experiences

NAME: _____ Date: _____

Please list your teaching related experiences below:

TYPE OF EXPERIENCE	WHERE OBTAINED	DATES

(Use reverse side of this sheet for further listings.)

COMMENTS:

SIGNATURE: _____

SALEM - TEIKYO UNIVERSITY
Salem, West Virginia 26426

FINAL SCREENING FORM INSTRUCTIONS

FORM A - Enter all information requested and return FORM A to Education Office as soon as possible.

FORM B - Fill out top portion of FORM B, down to dotted line. Take this form to your regular ADVISOR.

FORM C - Fill out top portion of FORM C, down to dotted line. Take this form to the teacher in your FIRST SPECIALIZATION who knows you best.

FORM D - Fill out top portion of FORM D, down to dotted line. Take this form to the teacher in your SECOND SPECIALIZATION who knows you best.

FORM E - Fill out top portion of FORM E, down to dotted line. Take this form to SPEECH DEPARTMENT. If you have had classes under any of the Speech Department faculty members, please ask that person for the evaluation.

FORM F - Enter all information requested and return FORM F to Education Office as soon as possible. Regarding "Teaching Related Experiences", you have probably had more of these experiences than you realize. Include, for instance, any tutoring, aide work, counseling, and monitoring you have done, as well as actual teaching. You should also list all offices you have held in clubs and societies. You should comment on your experience and tell what value you feel it has been to you.

NOTE: You are to be interviewed sometime between now and mid-term. Please arrange an appointment with the Education Office at your earliest convenience.

APPLICATION FOR FINAL SCREENING
Professional Education Program

(Complete all blanks down to dotted line and return to Teacher Education Committee via the Education Office as soon as possible.)

STUDENT'S NAME: _____ DATE: _____

Local Address and Telephone: _____

Home Address and Telephone: _____

WHEN DO YOU INTEND TO STUDENT TEACH? Year: _____ Spring Autumn

Circle One: ELEMENTARY SECONDARY

First Specialization: _____ Grade Level: _____

Second Specialization: _____ Grade Level: _____

or Comprehensive Specialization: _____ Grade Level: _____

Forms for recommendation are to be sent to the following faculty members:

(Name) Faculty Advisor: _____

(Name) Speech Department: _____

(Name) First Specialization Instructor: _____

(Name) Second Specialization Instructor: _____

SIGNATURE OF APPLICANT: _____

- - - -

CONFIDENTIAL REPORT FOR FINAL SCREENING

STUDENT ADVISOR

STUDENT NAME: _____ DATE: _____

Specialization: _____ ELEMENTARY or SECONDARY

TO: Student's Advisor, Professor _____.

The Teacher Education Committee needs information about the character, behavior, and personality of each prospective teacher. The following is patterned after a standard form used for recommending teachers for placement.

Please place a checkmark in the appropriate column for each of the following categories and return this form to the Teacher Education Committee by way of the Education Office.

	Cannot Recommend	Below Average	Average	Above Average	Best
1. Character	_____	_____	_____	_____	_____
2. Reputation	_____	_____	_____	_____	_____
3. General Appearance	_____	_____	_____	_____	_____
4. Health	_____	_____	_____	_____	_____
5. Initiative and Self Reliance	_____	_____	_____	_____	_____
6. Social Balance	_____	_____	_____	_____	_____
7. Habits	_____	_____	_____	_____	_____
8. General Maturity	_____	_____	_____	_____	_____

Has the candidate any physical, moral, or mental peculiarities or habits which make him/her undesirable as a teacher? _____ YES _____ NO

COMMENTS:

_____
Advisor Signature and Date

CONFIDENTIAL REPORT FOR FINAL SCREENING

FIRST SPECIALIZATION (Major)

STUDENT NAME: _____ DATE: _____

Specialization: _____ ELEMENTARY or SECONDARY

TO: FIRST SPECIALIZATION (Major) Instructor, Professor _____.

The Teacher Education Committee would like to have the teacher under whom the student has done most of his/her work make this appraisal. Please return this form to the Teacher Education Committee by way of the Education Office.

	Cannot Recommend	Below Average	Average	Above Average	Best
1. Will this person be able to do well in the teaching of his/her major field?	_____	_____	_____	_____	_____
2. Will he/she, as a teacher and as a person, be a credit to the teaching profession?	_____	_____	_____	_____	_____

COMMENTS:

_____
Signature of Evaluator Date

CONFIDENTIAL REPORT FOR FINAL SCREENING

SECOND SPECIALIZATION (Minor)

STUDENT NAME: _____ DATE: _____

Specialization: _____ ELEMENTARY or SECONDARY

TO: SECOND SPECIALIZATION (MINOR) Instructor, Professor _____.

The Teacher Education Committee would like to have the teacher under whom the student has done most of his/her work make this appraisal. Please return this form to the Teacher Education Committee by way of the Education Office.

- -

	Cannot Recommend	Below Average	Average	Above Average	Best
Please check:					
1. Will this person be able to do well in the teaching of his/her minor field?	_____	_____	_____	_____	_____
2. Will he/she, as a teacher and as a person, be a credit to the teaching profession?	_____	_____	_____	_____	_____

COMMENTS:

_____
Signature of Evaluator Date

CONFIDENTIAL REPORT FOR FINAL SCREENING

SPEECH DEPARTMENT

STUDENT NAME: _____ DATE: _____

1st Specialization: _____ ELEMENTARY or SECONDARY?

2nd Specialization: _____

OR Comprehensive Field: _____

TO: SPEECH DEPARTMENT Instructor, Professor _____.

The above named student has made application for the Final Screening for entrance into the Education Block in specializations as shown.

Please evaluate this person's ability to communicate orally.

- -

	Poor	Below Average	Average	Above Average	Superior
Check One:	___	___	___	___	___

Will this person's oral skills permit him/her to become an effective teacher in his/her teaching areas?

COMMENTS:

_____
Professor's Signature and Date

TEACHING RELATED EXPERIENCES

_____ _____
Name Date

Please list your teaching related experiences below:

Type of Experience	Where Obtained	Dates

Use reverse side of this sheet for further listings.

Comments:

_____
Signature

_____ Total Semester hours at this time.

TEACHER EDUCATION PROGRAM

Laboratory and Field Experiences

Youth Aide - Allied with EDU 1 (Introduction to Education: Culture and Learning). Emphasizes field work and observation with school related, recreational, or extra-curricular youth groups - three hours per week for 4 weeks - all freshman teacher education students.

Tutor - Allied with EDU 71 (Human Development). Emphasizes one-to-one work with elementary public school children- three hours per week for four weeks - all sophomore teacher education students.

College Aide - Allied with EDU 72 (Educational Psychology). Emphasizes work with secondary public school children in acting as a Teacher's Assistant (30% instructional/ 70% supportive) - three hours per week for four weeks-- all sophomore teacher education students.

Laboratory Assistant - Allied with EDU 156 (Elementary Methods). Emphasizes work with elementary public school children in acting as a Teacher's Assistant (70% instructional/30% supportive) - three hours per week for four weeks - all junior elementary teacher education students.

Instructor's Aide - Allied with EDU 164 (Special Methods). Emphasizes work with college students in acting as an aide to a professor in the student's major specialization (70% instructional/30% supportive) - three hours per week for four weeks - all junior secondary teacher education students.

Clinical Student Teaching - Student Teaching (full-time) for a minimum of ten weeks in the public schools under the supervision of a certified supervising (cooperating) teacher - all teacher education students.

Special Education (MI) - Each course in special education has a set of unique lab and/or field experiences that are an integral part of the course work. In addition, a course - Applied Practicum in Mental Impairment- is required of all students seeking the Special Education (MI) endorsement.

Refer to the appropriate laboratory/field experience handbook for statements of objectives.

EDU 1, Introduction to Education, Culture and Learning

YOUTH AIDE

Teacher Education

Handbook for Field-Based Laboratory Experiences

SALEM - TEIKYO UNIVERSITY
Salem, West Virginia 26426

SALEM, WEST VIRGINIA 26426

SALEM - TEIKYO UNIVERSITY
Salem, West Virginia 26426

MEMORANDUM

FROM: Education Office, Salem-Teikyo University
Salem, West Virginia 26426

TO: Personnel of Cooperating Agencies/Schools

RE: Salem-Teikyo University Student Placement (Youth Aide)
for EDU 1, Introduction to Education, Culture and Learning.

Thank you for accepting our students for placement within your agency/school. The enclosed set of pages should explain what we expect our students to gain from this placement. Here are some suggestions which may make this placement more efficient and meaningful:

1. Provide an orientation session for the student.
2. Provide leadership and direction.
3. Have a conference with the student as to his/her performance.
4. Make evaluations of the student on the form provided.
5. Call the Education Office, Salem-Teikyo University, Salem, WV (782-5332) if a problem should arise.

YOUTH AIDE PROGRAM

The Youth Aide Program has been designed to be an exploratory experience for the college student and to be an enrichment component within the teacher education course of study. This off campus activity will be the first of a series of preprofessional experiences within the teacher education program.

The college student will have the opportunity to make contact with school age children in some form of extra-curricular activity. It is hoped that mutual rewards will develop for both groups of students. The Youth Aide will be expected to record these experiences and to reflect upon them as he/she plans for a professional career.

This contact early in the college student's program has been designed to assist the student in making a decision as to the commitment to a career in teaching. It is to provide a more concrete knowledge base with which to make a choice as to age level and subject matter specialization. This personal contact will also afford some opportunity for self analysis as to needed training and experience necessary to meet specific and general requirements of the teaching profession.

Specific Objectives of the Youth Aide Program

1. Make meaningful personal contact with school age children and youth.
2. Provide the atmosphere in which to explore and make decisions in regard to the pursuit of a teaching career.
3. Provide a rewarding experience with school age students in an informal setting.
4. Provide for personal interaction in a leisure time activity.
5. Provide an opportunity for the college student to analyze his own personality and frames of reference as they interact with those of younger students.

Responsibilities and Roles of Youth Aides

1. Complete the fifteen (15) hour contact requirement.
2. Be professional as to punctuality, dress, confidences, and responsibility in completing assigned tasks.
3. Afford proper respect to students and administrative leadership - each as a significant person.
4. Pursue, with vigor and enthusiasm, interaction with students.
5. Practice various roles and assume various responsibilities with the group - such as leader, follower, facilitator.

6. Interact with leadership to obtain ideas, means of operation, and constructive criticism.

7. Where possible, encourage the development of knowledge and skill in parliamentary procedures and the means of operating through concensus.

8. Encourage self-confidence, self-adequacy and peer acceptability.

9. Foster awareness of and sensitivity to diversity and the need for value clarification.

10. Maintain a daily record of activities, observations, and interactions.

11. Where applicable, make brief case studies under the direction of agency leadership.

YOUTH AIDE PROGRAM

Each Youth Aide will observe school age students and then make notations as indicated below.

What activities or procedures were encouraged: (attach extra sheets if necessary for additional comments.)

1. Motivation: _____

_____

2. Group cooperation: _____

_____

3. Individual cooperation: _____

_____

4. Interest: _____

_____

5. Individual enjoyment: _____

_____

6. Change of attitude: _____

_____

7. Means of gaining attention: _____ _____

_____

8. Accomplishment: _____

_____

9. Unfavorable reaction: _____

_____

10. Group growth: _____

_____

11. Individual growth: _____

_____

12. Attention to individual needs: _____

_____

13. Group interaction: _____

14. Individual interaction: _____

_____

15. Transfer of concepts: _____

_____

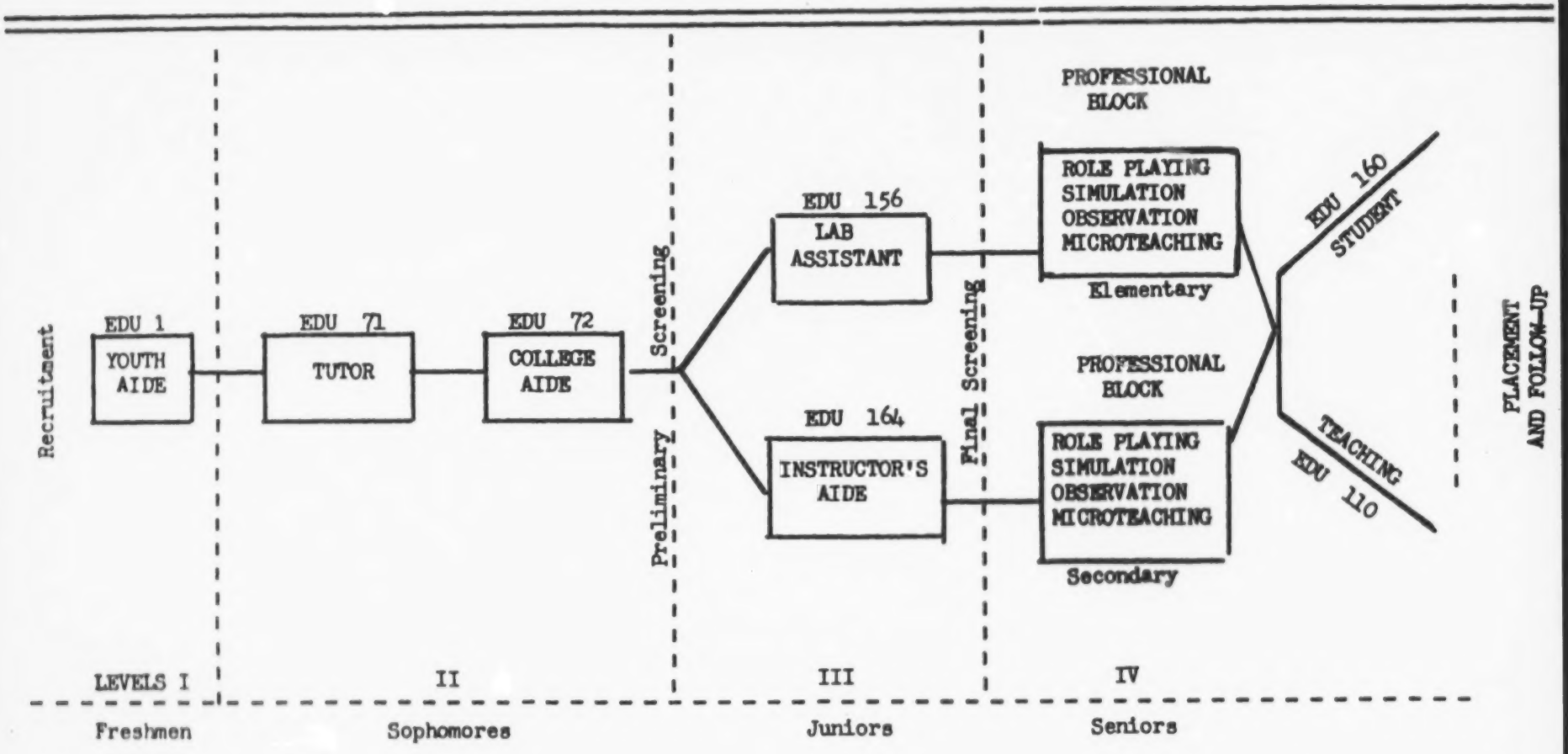
Youth Aide: Write a general summary of your lab experience (attach extra pages if necessary.)

YOUTH AIDE CALENDAR OF ACTIVITIES

Date	ASSIGNMENT Type	Time	Supervisor's Remarks

SALEM-TEIKYO UNIVERSITY
TEACHER EDUCATION PROGRAM

Laboratory and Field Experiences



WEST VIRGINIA BOARD OF EDUCATION
1988-89

Patricia Fail Hamner, President Andrew S. Horan, Vice President Virgil C. Cook, Secretary
N. Blaine Greene, Member Kendall Hall, Member Helen Hazeldine, Member
Paul J. Morris, Member Richard Schmoke, Member Frances "Boots" Suiter, Member
Tom McNeel, Ex Officio William Simmons, West Virginia Board of Regents, Ex Officio

INTRODUCTION

This brochure has been prepared for individuals who want information about the West Virginia Educational Personnel Preparation Testing Program. The brochure is divided into three sections. The first section provides questions and responses related to the total program. The second section addresses questions specifically related to the preprofessional skills tests. The third section provides information about the content specialization tests.

THE EDUCATIONAL PERSONNEL PREPARATION TESTING PROGRAM

1. **Why are these tests required?**

In 1982, the West Virginia Board of Education adopted Policy 5100, **Approval of Educational Personnel Programs,** which provides for standardized assessment in preprofessional skills and content specialization. The testing requirements are part of all higher education institutions' approved educational personnel preparation programs which lead to a recommendation for West Virginia certification. The tests also provide one measure in ensuring that teachers and other professional educational personnel posses in knowledge and skills required to practice in West Virginia public schools.

2. **Who is required to take the tests?**

Anyone who completes a West Virginia Board of Education approved educational

BEST COPY AVAILABLE

personnel preparation program must meet the testing requirements of a program before being recommended for a professional certificate. Testing requirements for individuals who entered the institution before the effective date for Policy 5100 (September 1, 1985) differ from those who matriculated on or after the effective date for Policy 5100. Candidates, therefore, should contact their Dean or Chairperson of Teacher Education at the appropriate institution of higher education regarding applicable test requirements.

3. **When should individuals take the tests?**

Institutions of higher education advise teacher education candidates as to the most appropriate time for taking the preprofessional skills and content specialization tests. It is required, however, that individuals take the tests at a point in their program that will allow for remedial study.

4. **Are required test scores the only requirement for completing an approved educational personnel preparation program leading to a professional certificate?**

No. Achieving required test scores is only one requirement. Before an individual may apply for certification, he or she must have completed a West Virginia Board of Education approved educational personnel preparation program (including testing requirements) and be recommended for certification by the institution where the approved program was completed. An approved program consists of four components, two of which involve a state standardized assessment:

a) Preprofessional Skills;
b) General Studies;
c) Content Specialization; and
d) Professional Education

An individual should consult the Dean or Chair of Teacher Education at the institution where he/she expects to complete an approved program for specific information on program requirements.

5. **Does a person have to achieve a passing score on a required test in order to graduate from the college or university?**

No. West Virginia Board of Education approved program requirements are separate from degree requirements indicated by an institution. However, failure to achieve the passing scores means that no West Virginia institution of higher education may recommend the individual for certification since the individual failed to meet all of the requirements of a Board approved program.

6. **How and when are tests results reported?**

Test score reports will be mailed to examinees within approximately six weeks after the test administration. Summary reports of test results will also be provided to colleges and universities, and to the West Virginia Department of Education.

7. **How many times may a person retake a test?**

If an individual fails a test, he or she may retake it as many times as necessary to pass the test, subject to institutional retake policies.

8. **Where may additional information about the testing program be obtained?**

You should first contact your Dean or Chair of Teacher Education for additional information or materials related to the testing program. Further information about the testing program may be obtained by contacting:

Coordinator, Professional Testing
West Virginia Department of Education
Capitol Complex, B-337
Charleston, WV 25305
(304) 348-7826

BEST COPY AVAILABLE

Agriculture (vocational)
Art
Athletic Trainer
Behavioral Disorders
Biological Science
Business Education
Business Principles
Chemistry
Consumer and Homemaking
Early Education (grades PreK-K)
English-Language Arts
French
General Science
German
Health
Industrial Arts
Journalism
Latin
Marketing Education
Mathematics, Comprehensive
Mathematics, General (through Algebra I)
Mentally Impaired (Mild/Moderate)
Multi-Subjects (grades K-4)
Multi-Subjects (grades K-8)
Music
Oral Communications
Physical Education
Physically Handicapped
Physics
Preschool Handicapped
Principal
Reading Specialist
Safety Education
School Counselor
School Library-Media
School Psychology
Secretarial Studies
Social Studies
Spanish
Specific Learning Disabilities
Speech-Language Pathology
Superintendency
Supervisor of Instruction
Vocational Administrator

2. **Who developed the content specialization tests?**

The content specialization tests were developed under contracts let by the West Virginia Board of Education to National Evaluation Systems, (NES) of Amherst, Massachussetts. NES procedures relied heavily on the involvement and decision making of West Virginia educators in the test development process.

3. **Where and when will the content specialization tests be administered?**

The content specialization tests are administered at six sites in the following counties twice a year:

Monongalia	Putnam
Mercer	Ohio
Jefferson	Upshur

Additionally, a special administration will be provided at a single, state-wide site during June. Dates for the content specialization test administrations are available through the Dean or Chair of Teacher Education. Information on the specific county test site will be indicated on the individual admission ticket to a specific test administration.

4. **How does an individual register for the content specialization tests?**

NES will process the registrations for the content specializations tests. Registration bulletins and registration forms may be obtained from the teacher education office at a West Virginia institution of higher education. After mailing the required registration form and fees to NES, individuals will receive a "Receipt of Registration." Approximately two weeks prior to the test administration, the individual will be sent an admission ticket to the specific test center for the designated test administration date. Individuals may contact the following NES office concerning the status of a registration:

National Evaluation Systems, Inc.
CERTA
30 Gatehouse Road
Box 660
Amherst, MA 01004-0660
(413) 253-9538

5. **What are the fees for the content specialization tests?**

For 1988-89 content specialization test administrations, each test cost $90 **unless** the individual registers for a second test **before** issuance of the initial professional certificate or takes the second test on the same administration date. The fee for the second test, under these conditions, is $45. The individual pays $90 for any subsequent content specialization tests.

6. **What are the passing scores for the content specialization tests?**

The West Virginia Board of Education established passing scores for the content specialization tests at its January, 1987 meeting after a review of ratings by panels of West Virginia educators and results from the initial administration of the tests in November, 1986. The Board adopted passing scores that are designed to reflect the minimum level of content knowledge required for effective performance in West Virginia schools. All test results are reported as scaled scores. The scaled score is a conversion of the number of scorable questions answered correctly to a scale of 0 to 200 with a score of 140 representing the total passing score.

WEST VIRGINIA EDUCATIONAL PERSONNEL PREPARATION INSTITUTIONS

Alderson-Broaddus College
Philippi, West Virginia 26416

Bethany College
Bethany, West Virginia 24701

Bluefield State College
Bluefield, West Virginia 24701

Concord College
Athens, West Virginia 24712

Davis and Elkins College
Elkins, West Virginia 26241

Fairmont State College
Fairmont, West Virginia 26351

Glenville State College
Glenville, West Virginia 26351

Marshall University
Huntington, West Virginia 25701

Salem College
Salem, West Virginia 26462

Shepherd College
Shepherdstown, West Virginia 25443

University of Charleston
Charleston, West Virginia 25304

West Liberty State College
West Liberty, West Virginia 26074

West Virginia College of Graduate Studies
Institute, West Virginia 25112

West Virginia Institute of Technology
Montgomery, West Virginia 25136

West Virginia State College
Institute, West Virginia 25112

West Virginia University
Morgantown, West Virginia 26506

West Virginia Wesleyan College
Buckhannon, West Virginia 26201

Wheeling College
Wheeling, West Virginia 26003

SALEM - TEIKYO UNIVERSITY

PLACEMENT SERVICE

PLACEMENT CREDENTIALS FOR:

MAJOR: _____

MINOR: _____

GRADUATION DATE: _____

DEGREE: _____

In the event you do not employ the above candidate, please return credentials to

TEACHER PLACEMENT SERVICE
SALEM - TEIKYO UNIVERSITY
Salem, West Virginia 26426

SALEM - TEIKYO UNIVERSITY
Salem, West Virginia 26426

MEMORANDUM

TO:

FROM: Gary S. McAllister
Dean for Teacher Education Programs

DATE:

RE:

Enclosed are the Placement Credentials for _____, a former student at Salem Teikyo University. The Placement Credentials include:

Application for Teaching Position
Interview Form
Letters of Recommendation

If I may be of further assistance, or provide more information, please do not hesitate to let me know. My office number is (304) 782-5332.

Enclosures

SALEM-TEIKYO UNIVERSITY

APPLICATION FOR TEACHING POSITION

NAME: _____ Permanent Address and Phone _____

Teaching Specialization(s): _____

Subjects Preferred: First Choice: _____
Second Choice: _____

Date of Graduation: _____

Certification: _____

EDUCATION

Name of Institution	Location	Dates	Degree

High School: _____

Honors, Scholarships, Fellowships: _____

Semester Hours in Education: _____ Where Taken: _____

ACTIVITIES

Underline which extra-curricular activities you can supervise: Homeroom, Choir, Orchestra, Football, Basketball, Track, Baseball, Library Club, Boy-Girl Scouts, 4-H Club, Dramatic Club, Debate, Hi-Y, School Paper, Yearbook, Other Activities: _____

In what extra-curricular activities have you participated in high school and college:

Activity	No. of Years	Dates	Specific Part

APPLICATION FOR TEACHING POSITION(continued)

EXPERIENCE

Have you had any actual teaching experience?_____

If so, where? _____ Date_____Subjects_____

STUDENT TEACHING EXPERIENCE

School	Year	Subjects	Hours Credit

EXPERIENCE RELATED TO TEACHING

Location	Date	Type of Work

PERSONAL

Date of Birth:_____ Place of Birth:_____

Height:_____Weight:_____Health:_____

Physical Handicaps:_____Married:_____Children:_____

Veteran:_____

SALEM-TEIKYO UNIVERSITY

INTERVIEW FORM

Name: _____ S.S.No. _____

Permanent Address: _____

_____

Phone (include area code): _____

Date of Graduation: _____ Degree: _____

Major/Minor (Teaching Specialization): _____

_____

PERSONAL DATA: Date of Birth: _____ Birthplace: _____

Citizenship: _____ Height: _____ Weight: _____

Health: _____ Physical Handicaps: _____

Hobbies or Outside Interests: _____

_____

COLLEGE AND COMMUNITY INFORMATION: (Use reverse side if needed.)

Honors: _____

_____

Organizations outside college: _____

_____

Other colleges or universities attended: _____

_____

Locations preferred for teaching position: _____

_____

DATE AVAILABLE FOR EMPLOYMENT: _____

WORK EXPERIENCE:

Firm Name and Address	Type of Work	Dates Employed

REFERENCES: (List two faculty, supervising teacher, and one character reference.)

SALEM - TEIKYO UNIVERSITY
Salem, West Virginia 26426

(Student: Complete this section before giving to reference source)

NAME: _____ DATE OF GRADUATION: _____

I give up my right to see this letter of recommendation. Yes ____ No ____

STUDENT'S SIGNATURE: _____ DATE: _____

53

Reference Source: Please rate applicant using the following characteristics and scale:

Characteristics	Superior	Above Avg.	Average	Below Avg.	Poor	No opportunity to observe
RELIABILITY: Prompt and follows through, is dependable.						
PERSONALITY: Sum of characteristics as they react on others.						
LOYALTY: Willingness to uphold school policies, cooperation.						
LEADERSHIP: Ability to inspire and direct others.						
SCHOLARSHIP: Mastery of subject, ability to express thoughts.						
NATIVE ABILITY: General intelligence, judgment, ability to adapt.						
APPEARANCE: Care of person and dress.						

In what capacity have you known the applicant? _____

Dates known: _____ Place known: _____

Would you employ applicant for a position? _____

Is there any reason why we should not recommend applicant? _____
(If Yes, please explain on reverse side).

Additional information which may be of value: _____

_____

SIGNED: _____ Position: _____ Date: _____

ADDRESS: _____

_____

54

BEST COPY AVAILABLE

SALEM-TEIKYO UNIVERSITY

date

MEMORANDUM

TO: Student Teachers, Class of 1982

FROM: Gary McAllister
Dean for Teacher Education Programs

RE: Graduate Data

I am writing to request your cooperation in a matter of extreme importance to the Education Department at Salem-Teikyo University. The good news is that this time your cooperation will not cost you any money!

As part of the annual review of programs in teacher education, Salem-Teikyo University sends each person who completed the Professional Education courses a survey. Your copy is enclosed.

I am asking that you fill out the survey and return it to me in the enclosed postpaid envelope. Please note that one part of the survey asks for personal data -- where you live, whether you are teaching or not, whether you have done graduate work, etc. The second part consists of a series of questions which will allow us to determine the effectiveness of all parts of our teacher education program at Salem-Teikyo University.

Please take the time to fill out the survey and return it to me. Your responses are extremely important as we strive to create the best possible educational experience at Salem-Teikyo University.

Thank you for your assistance.

GM/jm

Enclosures

223 West Main Street P.O. Box 500 Salem, West Virginia 26426-0500

SALEM-TEIKYO UNIVERSITY

Graduate Follow-up Information

Name:_____Date:_____

Current Address:_____

_____

Year of Graduation:_____

Subject specialization(s):_____

Student teaching?: YES NO

1. Are you teaching? YES NO
   If yes, where?_____

   _____

2. What Certificate do you have? ___3 year Provisional
   ___5 year Professional
   ___Permanent (Lifetime)
   ___Other_____
   (specify)

3. What are you teaching (subjects, etc.)?_____

   _____

4. Have you done any graduate study? YES NO
   If yes, where?_____
   What areas?_____
   Degrees, etc.:_____

5. If not teaching, where are you employed? (Firm name and address):_____
   _____
   What is your position?_____

6. Extra curricular activities, honors, comments, etc.:
   _____
   _____
   _____

(NOTE: You may omit any information you wish. Your cooperation is on a voluntary basis.)

SALEM-TEIKYO UNIVERSITY

date

TO: Graduates of Teacher Education Programs

FROM: Gary S. McAllister
Dean for Teacher Education Programs

RE: Evaluation of Teacher Education Programs by Graduates

Please take a few moments to respond to the following questions. Your answers will help us make appropriate modifications in the Teacher Education Program at Salem-Teikyo University.

PART ONE - Please evaluate your success in teaching to date by circling the appropriate number on the following scale:

1 - 2 - 3 - 4 - 5 - 6
Low Average High

PART TWO - Please rate your competence in the following teaching activities. Place the appropriate number in the space provided, according to the following scale:

1 - 2 - 3 - 4 - 5 - 6
Low Average High

____1. Work well with children and/or adolescents and understand them.

____2. Maintain good class control and have a good classroom atmosphere for learning.

____3. Handle individual behavior or discipline cases.

____4. Develop good attitudes and work habits in learners.

____5. Develop and release potentialities and creativeness.

____6. Generate and maintain student interest.

____7. Plan the instructional program and units of work.

____8. Plan and utilize varied approaches and teaching methods.

____9. Select interesting and varied learning materials.

____10. Understand and adapt to individual needs and learning rates.

____11. Utilize educational equipment and media.

____12. Evaluate pupil achievement.

____13. Work well with administrators and other teachers.

____14. Understand and fit into the total educational system and its goals.

____15. Relate well with parents of students.

____16. Adjust to the demands of a teaching role.

____17. Master basic knowledge in the major field.

____18. Master basic knowledge in the minor field.

____19. Adapt to changes in work situations.

____20. State and utilize a personal educational philosophy.

PART THREE: - Please express your current feelings about the following:

I. The program for your teaching major or area major. (Major:_____)

II. The program for your teaching minor or endorsement, if any. (Minor:_____)

III. The program for your professional preparation for teaching.

IV. The program in general education.

V. Salem-Teikyo University (formerly Salem College), in general, as a place for preparing teachers.

date

One of the most important components of the teacher education program at Salem-Teikyo University is the assessment of our graduates as they perform in the role of teacher. Therefore, it is our policy to survey the graduates and their supervisors during the third year of teaching after graduation.

One of our graduates is employed in your school. I have enclosed a brief evaluation form which deals with the job performance of that teacher in your school.

Please take a few moments to complete the form and return it to me using the enclosed stamped envelope. All replies will be treated confidentially, and data will be used in summary form. Results will be utilized to develop and refine the teacher education process at Salem-Teikyo University.

Thank you for your assistance in this important endeavor.

Sincerely,

Gary S.McAllister
Dean for Teacher Education Programs

GSM/jm

Enclosures

SALEM-TEIKYO UNIVERSITY

FOLLOW-UP SURVEY
ON TEACHER EDUCATION GRADUATES

Name of Employee:_____Date:_____

School:_____

Address:_____

Subject(s) and Grade(s) taught_____

To the supervisor: Please assess the above teacher with regard to performance in each of the following areas by placing on the space provided the number which most closely represents his/her performance under your supervision according to the following scale: (N.O. means no opportunity to observe.)

1 - 2 - 3 - 4 - 5 - 6 N.O.
Low Average High

____1. Creates and plans learning situations based on appropriate teaching/learning objectives.

____2. Lesson plans are thorough and well executed.

____3. Assesses student needs and designs instructional programs to meet them.

____4. Possesses necessary processes and skills to assist students in the learning process.

____5. Employs teaching behaviors which facilitate positive pupil attitudes.

____6. Makes use of supplementary materials in the classroom.

____7. Expresses him/her-self clearly and articulately.

____8. Exhibits poise and "leadership presence."

____9. Maintains control and handles unexpected situations.

____10. Provides for facilities and equipment.

____11. Demonstrates awareness of student needs in reading, exceptionality and multi-cultural areas and deals effectively with them.

____12. Creates a positive classroom atmosphere and environment.

____13. Students react positively toward him/her.

____14. Exhibits a positive attitude toward students in school activities.

____15. Evaluates teaching/learning processes and results effectively.

____16. Exhibits continuous professional growth and development.

____17. Assumes a proper professional role in this school setting.

____18. Exhibits a personalized, professional philosophy of education.

____19. Reacts well to suggestions for improvement.

____20. Takes initiative and participates in school activities.

SUMMARY STATEMENT AND COMMENTS
(Use separate sheet if necessary.)

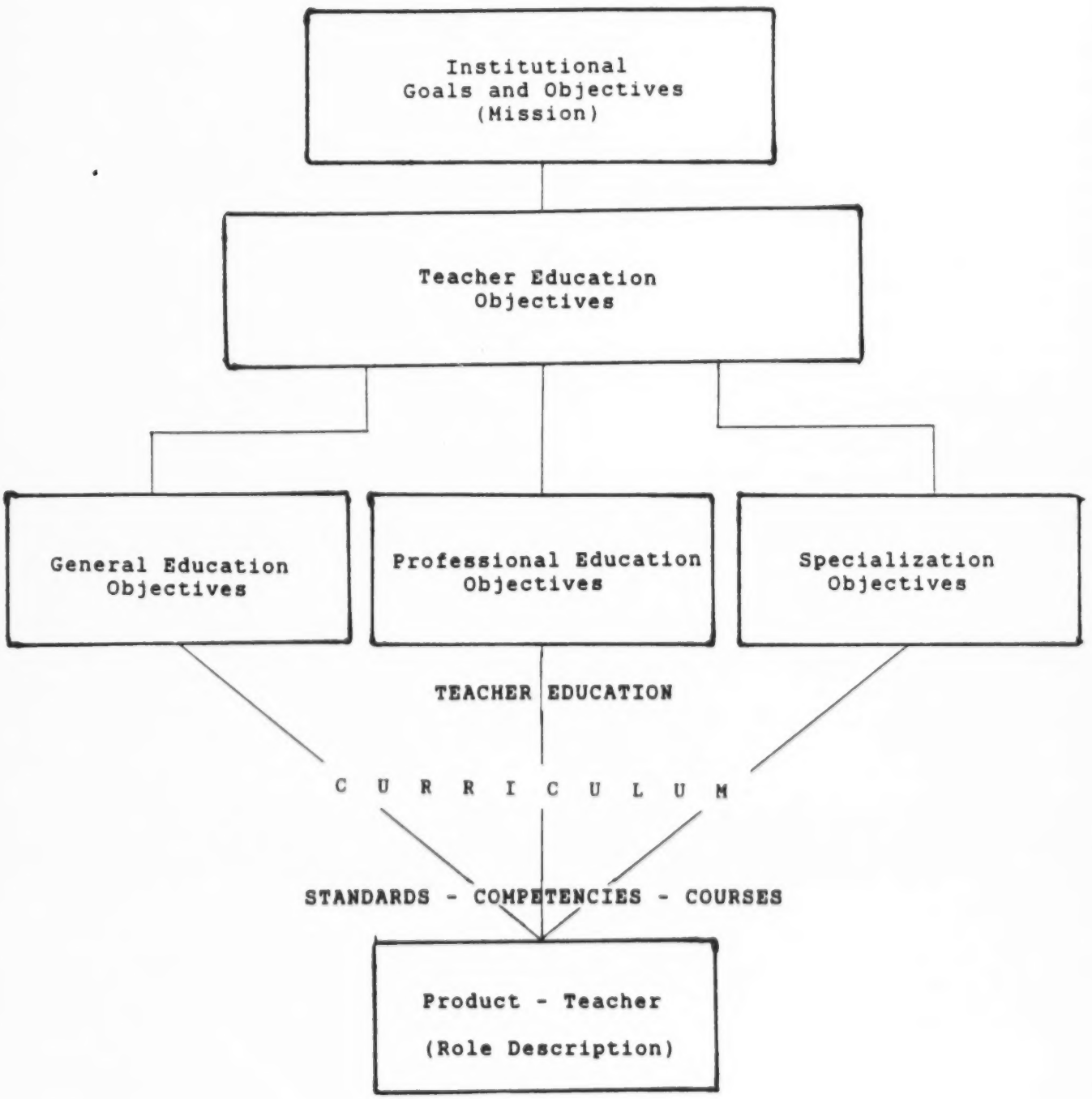
SIGNATURE_____POSITION_____

ADDRESS_____DATE_____

SALEM - TEIKYO UNIVERSITY

TEACHER EDUCATION PROGRAM

A HIERARCHY OF TEACHER EDUCATION PROGRAM OBJECTIVES



STUDENT OUTCOMES ASSESSMENT MODEL